

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Kate Turpen
What is the performance task for your unit?	The students are to create an iMovie showing life in pre-Civil War times, the class will split up into 2 teams to show 2 states. Students will create one cohesive iMovie to submit.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	-iMovie: required -Audacity: option, versus iMovie audio recorder -Movie Maker: option, based on operating system
Lesson # in which students will create the performance task	-Lesson 6, but skills regarding role-playing, movie making, and recording will be put into practice throughout all of the lessons.

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Research of Content	http://www.digitalhistory.uh.edu/era.cfm?eraID=5 This will give students/parents an overview to the time preceding the Civil War.	The entire unit is focused on content! However, during lesson 2, the role I assign students to portrait can be linked to a state. They must show that role in that state before the Civil War.
Storyboard	http://www.wikihow.com/Create-a-Storyboard This will help students create a storyboard.	Students will have opportunities to create storyboards in their role-playing activities.
Script	http://www.wikihow.com/Write-a-Script This will help students create a script that follows their storyboard.	Students will have opportunities to create scripts in their role-playing activities.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
iMovie	http://www.youtube.com/watch?v=lfX0ptAA10Q This is an overview of how to use iMovie.	I can introduce this skill throughout the lesson. I will ask students to create 'mini movies' about the content and the lessons – so they understand the software.
Movie Maker	http://video.about.com/presentationsoft/Top-Tips-for-Using-Windows-Movie-Maker.htm This is an overview of how to use Movie Maker.	I can introduce this skill throughout the lesson. I will ask students to create 'mini movies' about the content and the lessons – so they understand the software.
Understanding Copyright	http://www.copyrightkids.org/cbasicsframes.htm This is an overview of copyright law for kids, and will remind them to ask permission for any graphics they use.	When creating their Glogster, I will tell students to research the type of copyright that is on the graphics they want to use. Then show them how to ask for permission/cite their graphic.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
iMovie editing	http://www.youtube.com/watch?v=p_sZ4AeT8a4	I will use this skill when students are

	This will show them how to edit an iMovie.	making mini-movies. I will slowly introduce movie editing to them.
Movie Maker editing	http://www.youtube.com/watch?v=JZXK68NS7gU This will show them how to edit in Movie Maker.	I will use this skill when students are making mini-movies. I will slowly introduce movie editing to them.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Exporting for iMovie	http://support.apple.com/kb/HT3130?viewlocale=en_US&locale=en_US This will show students how to export their iMovie.	This will be taught in conjunction with the mini-movies.
Exporting for Movie Maker	http://www.youtube.com/watch?v=9p2fPePO5YM This will show students how to export their Movie Maker.	This will be taught in conjunction with the mini-movies.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Uploading to Youtube	https://support.google.com/youtube/answer/57924?hl=en This will show students how to upload videos to Youtube.	This will be taught in conjunction with the mini-movies.